

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and suggestion related to the result of the study as the last part of this writing. The conclusion is derived from the formulated the research problems while the suggestion is intended to give information to the English teacher and learner about the effectiveness of using Board Game in teaching speaking.

A. Conclusion

Based on research problem and hypothesis proposed and also the result of data analysis and hypothesis testing, so some conclusions are drawn as follows:

There is significance different between students' score before and after being taught by using Board Game as teaching media at the first IIS 3 grade students of MAN 2 Tulungagung on academic year 2015/2016.

The students' ability in speaking before being taught by using Board Game was generally low. It can be seen from the score of pre-test which showed 13 students from 40 students got score with the range score 2.5 – 2.9. It means that 27 students cannot pass the test and 13 students can pass the test. The minimum score gotten from the students was 1.50 and the maximum score was 2.1837. The mean from pre-test was 2.1837. To pass the test, at least the students have to gain C (good) with the range score 2.5 – 2.9. In the pretest, the total score was 87.35 with the average score 2.1837 which indicated that the speaking skill need to be improved.

The students' speaking ability after taught using Board Game is better than before being taught by using board game as media in teaching and learning. It can be seen from the score of post-test that showed 2 of the students cannot pass the test, because they got score under the range score 2.5 – 2.9. Both of the students got score 2.35 that indicated they cannot pass the test although they had given treatment. On the other hand, 38 of the students can pass the test because they got score upper the range score 2.5 – 2.9. It indicated that the students' speaking ability was increased after they were given treatment. The students' minimum score was 2.35 and the maximum score was 3.55. The total score of students post-test was 116.25 and the average score was 2.9062. So, the score here is higher than the score before being taught by using board game.

It also can be seen from the result of hypothesis testing by using *IBM SPSS Statistics16* is *paired sample t-test* for gain scores. T-count (14.886) is bigger than T-table (1.960) with degree of freedom (*df*) 39 and the level of significance 5%.

Finally, based on the explanation above, it can be seen that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that board game is effective media for teaching speaking. It can be used as an alternative media to stimulate students' practices in speaking.

B. Suggestion

Based on the finding of the research score which showed there is significant difference score of students speaking ability before and after taught by

using Board Game. So, the researcher tries to give some suggestions to encourage the teaching learning process as follows:

1. For teacher

The teachers should be creative in selecting teaching media which match with the teaching material and the objective of learning. The teaching media chosen in order to make the students more interested joining the class. The teaching media chosen should be effective and efficient for teaching and learning process. It also must be easy to operate by the students. By variation in applying teaching media avoid the students' boredom. Board Game can be the most appropriate teaching media that can be applied in teaching speaking.

2. For the Students

The students should improve their English language skills, especially in mastery speaking skill by using Board Game as the media. This media useful to stimulate them to practice speaks English both individually and in group, so the students can express their idea using English with their friends in fun way.

3. Further Researcher

The researcher hopes for the further researcher to conduct a research which is related to use Board Game media in teaching speaking more detail. Based on the result of the research the using Board Game media is effective for teaching and learning language especially in speaking skill. So, for further researcher can conduct a research in

different field by using quantitative research design or classroom action research to know whether the Board Game media is even more effective or not for teaching speaking.